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Information

Fiscal Policy and Planning Committee

2016-17 State-Funded Grant Program: Announcement of Grant Awards

Executive Summary: Staff will present an update and announce the grant recipients for the remaining Integrated Teacher Preparation Program grants from funding received by the state in 2016-17.

Recommended Action: For information only

Presenter: Michele Perrault, Director, Administrative Services Division

Strategic Plan Goal

I. Educator Quality

- e) Continue to emphasize teaching as a valued profession and facilitate entry of highly talented individuals into the education profession.

April 2017

2016-17 State-Funded Grant Program: Announcement of Grant Awards

Background

The final 2016-17 state budget included a total of \$10 million in funding for the Commission on Teacher Credentialing (Commission) to administer a grant program aimed at helping to address the current teacher shortage through the establishment of additional Integrated Teacher Preparation Programs. During the December 2016 Commission meeting awards were announced for \$7.8 million of the total \$10 million grant funding. Just prior to that meeting, the Commission released a second round Request for Proposals (RFP) in order to issue grant funding for the remaining available funding.

RFP Process

The Commission released the RFP on November 23, 2016, with a submission deadline of February 2, 2017. The RFP was posted publicly on the Commission's website as well as within the weekly Professional Services Division eNewsletter - to which all Commission-approved preparation programs are subscribed. Following the release of the RFP, the Commission provided a period for potential applicants to send in questions related to the RFP. The agency then provided answers in the form of an FAQ document posted on the Commission's website.

For those applications received by the submission deadline the Commission reviewed each first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that met the initial technical compliance screening were then read by a team of Commission staff members and rated according to the scoring criteria provided in the RFP. This process of staff review is in accordance with provisions of the State Contract Code, which prescribes that in a competitive grant context, only staff of the issuing state agency (i.e., the Commission) may read and rate the applications received in response to an RFP. Funding recommendations for awarding the grants was made to the Executive Director, and resulted in a grant award letter from the Commission to each grantee.

Integrated Teacher Preparation Program Grant

Background

This [grant program](#) provides \$10 million in one-time General Fund money for the Commission to award one or two year grants of up to \$250,000 each to postsecondary institutions to create or improve existing four-year integrated programs of teacher preparation, and/or to transition current five-year programs to four-year integrated programs. The enabling legislation specified the Commission was required to grant priority to proposals that established four-year integrated programs of professional preparation designed to do both of the following: (a) produce teachers with either an education specialist instruction credential or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual

education; and (b) partner with a California Community College to create a four-year integrated program of professional preparation. The grant period for this program is two years ending in June 2018 and the language of the enabling legislation requires that recipients provide ongoing data related to their program development and effectiveness to the Commission. The full text of the statute for this program can be found in Appendix A.

Grant Recipients

The Commission is intending to award six additional grants for 2016-18 to the following institutions of higher education. This in addition to the original grants awarded in December 2016.

Institution	Program	Amount
Azusa Pacific University	Special Education, Single Subject Math and Science	\$ 199,108.00
Cal Poly Pomona	Special Education	\$ 246,322.00
California Baptist University	Single Subject, Multiple Subject, Special Education	\$ 120,500.00
CSU Bakersfield	Special Education	\$ 250,000.00
CSU Channel Islands	Multiple Subject and Special Education	\$ 248,515.00
CSU Chico	Multiple Subject and Special Education	\$ 250,000.00
CSU Dominguez Hills	Multiple Subject and Bilingual Authorization	\$ 249,998.00
CSU Fresno	Multiple Subject and Bilingual Authorization	\$ 250,000.00
CSU Fresno	Single Subject Mathematics	\$ 248,266.00
CSU Fullerton	Special Education	\$ 240,649.00
CSU Fullerton	Early Childhood Special Education	\$ 250,000.00
CSU Long Beach	Multiple Subject and Bilingual Authorization	\$ 249,999.00
CSU Los Angeles	Multiple Subject, Special Education and Bilingual Authorization	\$ 250,000.00
CSU Los Angeles	Single Subject in Math	\$ 249,983.00
CSU Monterey Bay	Special Education	\$ 250,000.00
CSU Monterey Bay	Bilingual Authorization	\$ 250,000.00
CSU Sacramento	Multiple Subject and Bilingual Authorization	\$ 248,806.00
CSU San Marcos	Multiple Subject and Special Education	\$ 249,978.00
CSU Stanislaus	Multiple Subject, Special Education, Bilingual Authorization	\$ 240,127.00
Dominican University	Multiple Subject and Special Education	\$ 249,041.00
Humboldt State University	Special Education	\$ 195,103.16
Loyola Marymount University	Multiple Subject, Single Subject, Special Education	\$ 250,000.00
Mills College	Multiple Subject and Bilingual Authorization	\$ 249,288.00
Notre Dame de Namur	Single Subject	\$ 183,536.00
Point Loma Nazarene	Multiple Subject, Single Subject, Special	\$ 250,000.00

University	Education	
San Diego State University	Single Subject Math and Science	\$ 249,831.00
San Diego State University	Bilingual Authorization	\$ 249,858.00
San Diego State University	Special Education	\$ 249,887.00
<i>San Diego State University</i>	<i>Single Subject in Math or Science</i>	<i>\$ 249,357.00</i>
San Francisco State University	Single Subject Physical Education	\$ 249,980.00
San Francisco State University	Bilingual Authorization	\$ 250,000.00
<i>San Jose State University</i>	<i>Math with Spanish Bilingual Authorization and Special Education</i>	<i>\$ 250,000.00</i>
Sonoma State University	Single Subject, Literacy	\$ 199,727.75
St. Mary's College	Special Education	\$ 224,694.00
UC Irvine	Single Subject	\$ 230,913.00
UC Los Angeles	Bilingual Authorization and Single Subject Math and Science	\$ 250,000.00
University of LaVerne	Multiple Subject	\$ 249,305.00
University of San Diego	Single Subject Math and Science	\$ 249,991.00
<i>University of San Francisco</i>	<i>Spanish Bilingual Authorization or Single Subject in Math or Science</i>	<i>\$ 249,899.00</i>
University of the Pacific	Multiple Subject and Special Education	\$ 223,070.00
Whittier College	Special Education	\$ 189,922.00
Initial 35 Awarded:		\$ 8,237,373.91
Additional 6 Awarded:		\$ 1,498,280.00
Total Awarded:		\$ 9,735,653.91

*Note: Items in bold, italics are the six additional grants awarded in March 2017. The plain font grants were awarded in December 2016.

Summary

The Commission granted in total between the two granting periods, 9.735 million of the total \$10 million available. Commission staff will continue to monitor and administer this multi-year state grant program and will be providing reports on all grant programs including their progress and effectiveness in addressing the teacher shortage to the Commission, state administration, legislature and the public on an ongoing basis.

Appendix A

Integrated Teacher Preparation Program Legislative Statute

Integrated Programs

6360-002-0001—For support of the Commission on Teacher Credentialing 10,000,000

Provisions:

1. Of the funds appropriated in Schedule (1), \$10,000,000 is provided on a one-time basis for a competitive grant program to allocate one-year and two-year grants to public and private postsecondary institutions to develop and implement four-year teacher preparation programs that integrate subject matter and pedagogy, pursuant to Section 44259.1 of the Education Code.
2. Funds shall be available for encumbrance and expenditure through June 30, 2018.

Section 44259.1 of the Education Code is amended to read:

44259.1. (a) (1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary educational institutions. An integrated program shall provide opportunities for candidates to complete intensive field experiences, including student teaching, in public elementary and secondary schools early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary educational institutions and local public elementary and secondary school districts.

(2) A postsecondary educational institution may offer a four-year or five-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary multiple or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, including student teaching requirements, concurrently and within four or five years of study.

(3) The commission shall encourage postsecondary educational institutions to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(4) The commission shall, as part of its accreditation process, collect information about integrated programs of professional preparation, including which postsecondary educational institutions offer integrated programs of professional preparation and the number and type of credentials the programs produce.

(b) (1) Commencing with the 2005–06 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and professional education courses, for both

lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for the California Community Colleges on matters related to the effective and efficient use of, and appropriate role for, lower division coursework in an integrated program.

(c) (1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

(A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework of the California State University.

(B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005–06 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulation agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) of subdivision (b). Approval of one or more of the articulation agreements will enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(d) A postbaccalaureate program of professional preparation shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited postsecondary educational institutions. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the postsecondary educational institution and local public elementary and secondary school districts.

(e) (1) The commission shall develop and implement a program to award grants of up to two hundred fifty thousand dollars (\$250,000) each to postsecondary educational institutions for the development of transition plans to guide the creation of four-year integrated programs of professional preparation including student teaching.

(2) A postsecondary educational institution awarded a grant under this subdivision may use the transition plan to create a new four-year integrated program of professional preparation or to adapt an existing integrated program of professional preparation to a four-year integrated program of professional preparation.

(3) A postsecondary educational institution awarded a grant under this subdivision may use grant funds for any proper purpose in support of planning for a four-year integrated program of professional preparation, including, but not limited to, any of the following:

(A) To provide faculty release time to redesign existing courses.

(B) To provide program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.

(C) To create summer courses for students in a four-year integrated program of professional preparation.

(D) To recruit individuals for participation as students in four-year integrated programs of professional preparation.

(4) In awarding grants pursuant to the program, the commission shall grant priority to proposals for the establishment of four-year integrated programs of professional preparation designed to do both of the following:

(A) Produce teachers with either an education specialist instruction credential authorizing the holder to teach special education or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education.

(B) Partner with a California Community College to create a four-year integrated program of professional preparation.

(5) As a condition of the receipt of a grant, a postsecondary educational institution shall provide to the commission program and outcome data for at least three years after receiving the grant. The information shall include program design and features, the number of graduates, the number and type of credentials earned, the time taken to earn a degree and credential, and any other information the commission may require for the purpose of documenting the effect of the grant and identifying effective practices in program design and implementation.

(6) The requirements of this subdivision are contingent upon the appropriation of funds for the purposes of this subdivision in the annual Budget Act or another statute.

(7) The commission may use up to one hundred thousand dollars (\$100,000) to administer the grants pursuant to Department of Finance approval.